



## **SWK 506: Advanced Generalist Practice with Families**

COURSE SYLLABUS: SEMESTER YEAR

**This is a Tentative Syllabus and will be Revised after 1<sup>st</sup> Week of Class**

### **INSTRUCTOR INFORMATION**

Instructor: **Devin Giles, LCSW**  
Office Location: **Henderson Rm 323A**  
Office Hours: **Monday: Commerce 10 – 2 pm - Please call for appt.**  
Office Phone: **903-886-5512**  
University Email Address: **Devin.Giles@tamuc.edu**  
Preferred Form of Communication: **email, telephone, and zoom**  
Communication Response Time: **24 hrs. unless on weekends**

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Van Hook, M. P. (2019). *Social work practice with families: A resiliency-based approach* (3<sup>rd</sup> ed.). Chicago: Lyceum.

Konrad, S. C., (2020). *Child and family practice: A relational perspective*. (2<sup>nd</sup>) Lyceum Books Inc.

Publication manual of the American Psychological Association (2020). 7<sup>th</sup> ed.  
Washington DC: American Psychological Association.

Software Required

**Optional Texts and/or Materials**

**All MSW students** need to purchase the following set of study materials to prepare for the Graduate Comprehensive Exam that they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

## Course Description

This advanced practice course provides students with theories and skill for working with families, which includes an advanced generalist approach. Students will demonstrate critical thinking and the use of evidence-based practices in working effectively with family systems.

Prerequisites: Students must have completed all MSW foundation curriculum requirements, been admitted to the MSW program, and be in good standing in the MSW program

## Relationship to Other Courses:

**Student Learning Outcomes** (Should be measurable; observable; use action verbs)

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

	Activity/Assessment	Dimension
<b>Competency 6:</b> Engage with Individuals, Families, Groups and Organizations :		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies across urban and rural settings and at the complex intersection of these two	Assignment 1	Review knowledge and skills of Competency
Use empathy, reflection, and interpersonal skills at an advanced level to effectively engage diverse clients and constituencies across the rural/urban environment and at the intersection of the two ensuring informed consent.	Assignment 1	Review Assignment content for knowledge and skills of competency

Discern the most appropriate engagement strategy according to each practice context.	Assignment 1	Review Assignment content for knowledge and skills of competency
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**Competency 7:** Assess Individuals, Families, Groups, Organizations and Communities

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from both rural and urban clients and constituencies; and those who are at the intersection of the two environments	Assignment 2	Review Assignment content for knowledge and skills of competency
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies reflective of their environment whether rural, urban or at the intersection of both.	Assignment 2	Review Assignment content for knowledge and skills of competency
Modify appropriate intervention strategies based on the assessment, research knowledge, and values and preferences for clients and constituencies reflective of their environment whether rural, urban or at the intersection of both	Assignment 2	Review Assignment content for knowledge and skills of competency
Consider aspects intrinsic in rural and urban settings considering how the intersection of the two environments impacting assessment such as connections with church communities, neighbors, extended family, fictive kin, and other formal and/or informal resources.	Assignment 2	Review Assignment content for knowledge and skills of competency

**Competency 8:** Intervene with Individuals, Families, Groups, Organizations and Communities



Critically choose and implement interventions to achieve practice goals and enhance capacities for clients and constituencies in both urban and rural environments and at the intersection of the two.	Assignment 2	Review Assignment content for knowledge and skills of competency
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies in both urban and rural environments and at the intersection of the two	Assignment 2	Review Assignment content for knowledge and skills of competency
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes in both urban and rural environments and at the intersection of the two	Assignment 2	Review Assignment content for knowledge and skills of competency

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email, if you have any issues with using the various systems or software, it is your responsibility to contact support services and to notify the instructor of the problem.

### **Instructional Methods**

This course will be delivered via synchronous and asynchronous sessions via D2L and will consist of live class sessions, pre-recorded lectures, group engagement activities, various assignments with some including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities and workshops may be utilized to provide instruction during this course.

### **Student Responsibilities or Tips for Success in the Course**

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
2. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.
5. Actively participate in engagement activities which will include live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible, completing assignments ahead of due date so you are prepared to submit on the due date.
7. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.
9. Be open and focused on the “process” and not the “product” as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

## GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

A = 400 to 425

B = 424 to 325

C = 324 to 225

D = 224 to 250

Assignment 1	= 150pts
Assignment 2	= 150pts
5 Vignettes	= 50pts (10pts a piece)
Exam	= <u>50pts</u>
Total	400pts

## **Assessments**

**1. Special Populations or Special Needs Case Study** (NOTE: This case study should be for the same topic and family discussed in assignment 2 unless another topic is approved by the professor).

Each student will review the professional literature and develop a case study that focuses on families considered to be members of a special population group or have a family member with a special need. Your paper must have an introduction, a conceptual focus supported by existing literature and include theory-based methods of the etiology of the chosen special need must also be discussed in relation to how the special need effects their lives and type of family challenges Subjects include domestic violence, blended families, multi-cultural families, LGBTQ+ families, and technological interventions. All other subjects must be reviewed and approved by the instructor.

- Paper should be 7-9 pgs., not including references and cover page.
- APA must be used in writing this paper. One-fourth of the grade of the paper will be determined by the appropriate use of APA, spelling, grammar, and sentence structure. Any information you use that is not put in your own words must be cited according to APA style. Be sure to check how APA cites quotes that are more than 40 words long.
- A minimum of 10 references are required with **NO MORE THAN ONE** reference being web based. (This review should be for the same topic and family discussed in assignment 2 unless another topic is approved by the professor). **Further,**

Outline for writing the Case Study: (If Headings are suggested)

1. Introduction (no heading needed)
2. Conceptual Focus (use heading(s))
3. Conclusion (use heading)

## **2. Theory and Practice for Social Work with Families paper**

Each student will take family from Assignment 1 to write a paper based on practical application of one of the theories in the text to act as interventions for Family Treatment (if not in field, speak to instructor about choosing a family system).

1. Discuss first a psychosocial history of your family and the social problem they face.
2. The paper will cover the major concepts of the theory and relate the appropriateness of interventions needed for this particular family.
3. Issues concerning social work values and ethics should be discussed.

4. The student will identify specific methods, techniques and interventions as applied in practice with this family.
5. The process of assessment, evidence based interventions and termination with resources recommended must be included. Professional literature, especially that which provides empirical support for the method used, should be included.
6. Suggested length of this paper is approximately 10 pages, and correct APA style must be used.
7. A minimum of 10 references are required and can be web based as long as they are peer reviewed. Headings 1-5, plus a conclusion must be used in the writing of the paper. You must also include a cover page and a reference sheet.
8. Further APA must be used in writing this paper. One-fourth of the grade of the paper will determined by the appropriate use of APA, spelling, grammar, and sentence structure. Further, APA must be used in writing this paper. One-fourth of the grade of the paper will determined by the appropriate use of APA, spelling, grammar, and sentence structure. Any information you use that is not put in your own words must be cited according to APA style. Be sure to check how APA cites quotes that are more than 40 words long.

\* Assignment number 1 and this paper are intended to be able to be put together as a publishable paper possibly after graduation to help you assess family social problems and their cause(s).

### **Outline for writing this paper:**

1. Introduction (no heading needed)
2. Discuss first a psychosocial history of your family and the social problem they face. (use heading). If headings aren't used the paper will not be graded.)
3. The paper will cover the major concepts of the theory and relate the appropriateness of interventions needed for this particular family. (use heading)
4. Issues concerning social work values and ethics should be discussed. (use heading)
5. The student will identify specific methods, techniques and interventions as applied in practice with this family. (use heading)
6. The process of assessment, evidence based interventions and termination with resources recommended must be included.
7. Conclusion/Summary (use heading) Paper is due 4/29

### **3. Vignettes**

Six vignettes will be given during the semester. The vignettes will be given as per the syllabus calendar and will be 10 possible points apiece. Vignettes must be taken when given, and there will be no makeups. Only the 5 highest grades will be counted, and the lowest grade will be dropped. Each of the vignette questions will be answered by the student either online or during class exercises.

#### **4. Presentation or Exam**

Each student will present their Theory and Practice for Social Work with Families paper to the class in a creative manner. Professor will assign the dates for the presentations / or you will take a final exam.

### **TECHNOLOGY REQUIREMENTS**

#### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the D2L Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

### **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

If you have any questions or are having difficulties with the course material, please contact your instructor via email. Instructor will respond to email queries within two business days

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Velma K. Waters Library Rm 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&MCommerce campuses. Report violations to the University Police Department at 903886-5868 or 9-1-1.

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit

[www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

# School of Social Work and Council on Social Work Education Specific Policies

## Course Engagement

### *Final Evaluation and Grade Depends on both Classroom attendance and Participation*

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include, but are not limited to participation in live, synchronous virtual classes, attending a Face-to-Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement of the time set during a semester by the instructor.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

## Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics*.

## Department Code of Conduct

*"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may*

refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp> ) on the NASW website: <https://www.socialworkers.org>

**University Code of Conduct** located in the Student Guidebook at <http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of university policies related to student academic and behavioral expectations for students refer to the Guidebook

## Appendix A - Rubrics for Assignments 1-4

Assignment 1 Literature Review (150 points)

		Points	Late papers
1	Introduction	20	
2	Lit Review with 9-10 references	30	
3	Conclusion of what learned	20	
4	7-9 pages long	20	
5	Value of problem presented	20	
6	APA format	40	
total		150	-10

Assignment 2

		points	Late presentations
1	Introduction	15	
2	Psychosocial history	15	
3	Major concepts theory interventions	15	
4	SW values/ ethics	15	
5	Family interventions	15	
6	Termination	15	
7	Conclusion	15	
8	APA format	45	
total		150	-10

Vignettes 10 points a piece

		points	Late post
1	Answer questions clinically	8	
2	Ethical concerns	2	
total		10/week	-2

Exam 50 points

		points	Late post
1	Answer questions	40	
2	Course content	10	
total		50	-3

## Appendix B - COURSE OUTLINE / CALENDAR

<b>Week# - Week of</b>	<b>Topic</b>	<b>Assignment/Activities</b>	<b>Assigned Reading</b>
1 – 1/13 (This is a Tues)	Course Introduction	Download and read Syllabus - Begin History of US Family Week 1 Discussion	(May & Quinn, 2018) Handout
2 – 1/20	Continue US Families	History of US Family Development Continued Week 2 Discussion	Culture and How did we lose it
3 – 1/27	Resiliency Practice with Children and Their Families	<b>Vignette 1 Due (10pts)</b> Week 3 Discussion	Van Hook Chp 1 Konrad Chp 1
4 – 2/3	Family Dev. of a Therap. Alliance	Assessment of Families Week 4 Discussion	Van Hook Chp 2 Konrad Chp 2
5 – 2/10	Assessment of Family	Child Centered Asses. <b>Vignette 2 Due (10pts)</b> Week 5 Discussion	Van Hook Chp 3 Konrad Chp 3
6 – 2/17	Cultural Issues, Family Structure	Play Therapy Week 6 Discussion	Van Hook Chp 4 Konrad Chp 4
7 – 2/24	Social Learning Cognitive Family Counseling	Week 7 Discussion	Van Hook Chp 5 Konrad Chp 7
8 – 3/3	Structural Family Therapy	Working w Adolescents <b>Assignment 1 Due</b> <b>Vignette 3 Due (10pts)</b> Week 8 Discussion	Van Hook Chp 7 Konrad Chp 8
9 – 3/10	<b>Spring Break</b> Solution Focused Family Therapy	Yea I'm going to work on and write my papers Week 9 Discussion	Van Hook Chp 8 Konrad Chp 9
10– 3/17	Narrative Family Therapy	Childhood Disruption & Losses Week 10 Discussion	Van Hook Chp 9 Konrad Chp10
11– 3/24	Multi-systems Family Therapy	Impact of Violence/ Child <b>Vignette 4 Due (10pts)</b> Week 11 Discussion	Van Hook Chp 10
12– 3/31	Bowen Family Systems	Week 12 Discussion	Van Hook Chp 11

13 - 4/07	Object Relations Therapy	<b>Vignette 5 Due (10pts)</b> Week 13 Discussion	Van Hook Chp 12
14- 4/14		Review	Van Hook Chp 14
15- 4/21		<b>Review</b>	
16 – 5/5	<b>Class Exam</b>	<b>Assignment 2 Due</b> Week 14 Discussion	

If you find this note, on the Final Exam before 4/15 send me an email and get 50 pts.

WEB SITES:

Administration of Children and Families  
<http://www.acf.hhs.gov/healthymarriage/index.html>

Anxiety Disorders Education Program <http://www.nimh.nih.gov/anxiety/>

Anxiety-Panic Internet Resource <http://www.algy.com/anxiety/index.html>